

Rhode Island State Personnel Development Grant (SPDG)

The Rhode Island State Personnel Development Grant (SPDG) is a joint initiative of the Rhode Island Department of Elementary and Secondary Education and the Paul V. Sherlock Center at Rhode Island College. The need and significance of the project is documented through analysis of census data, student performance indicators in both academic and behavioral domains, and surveys of teachers and administrative personnel.

The project will assist school districts and schools to develop effective multi-tiered systems of support (MTSS; i.e., RTI) to enhance the academic and behavioral outcomes of students and provide safe school climates. A critical focus of this project is to implement professional development practices to school staff and administrators that are both evidence-based and efficient. Comprehensive training will ensure schools' abilities to meet the statewide mandate in Rhode Island to use Response to Intervention strategies for the identification of students eligible to receive special education supports based on the criteria for Specific learning Disability (SLD). It will also provide schools with a consistent structure for integrating RTI frameworks for both behavior (PBIS) and academics.

Goals for the project include

1. Improve outcomes for students with or at-risk for academic, social-emotional, and behavioral disabilities
2. Deliver high quality evidenced-based professional development to support attainment of competencies to effectively implement a multi-tiered system of support (MTSS) consisting of high quality instruction, intervention and evaluation
3. Increase implementation of evidence-based practices over time through ongoing technical assistance
4. Improve the efficiency of professional development through technology and follow-up activities
5. Partner with IHEs to increase the percentage of pre-service programs that incorporate MTSS content into their curricula
6. Provide professional development targeted to teachers identified through an evaluation system that considers student growth
7. Partner with RIPIN to support families engage in an active role throughout the MTSS process

Letters of support came from:

- OSEP Technical Assistance Center on PBIS
- RI Office of Health and Human Services / Early Intervention System (Part C)
- RI Department of Children, Youth, and Families
- RI Parent Information Network
- RI Office of Rehabilitation Services
- Association of RI Administrators of Special Education
- IHEs – Rhode Island College, University of Rhode Island, and Providence College

Statistics

Financial Support - \$675,000 /year

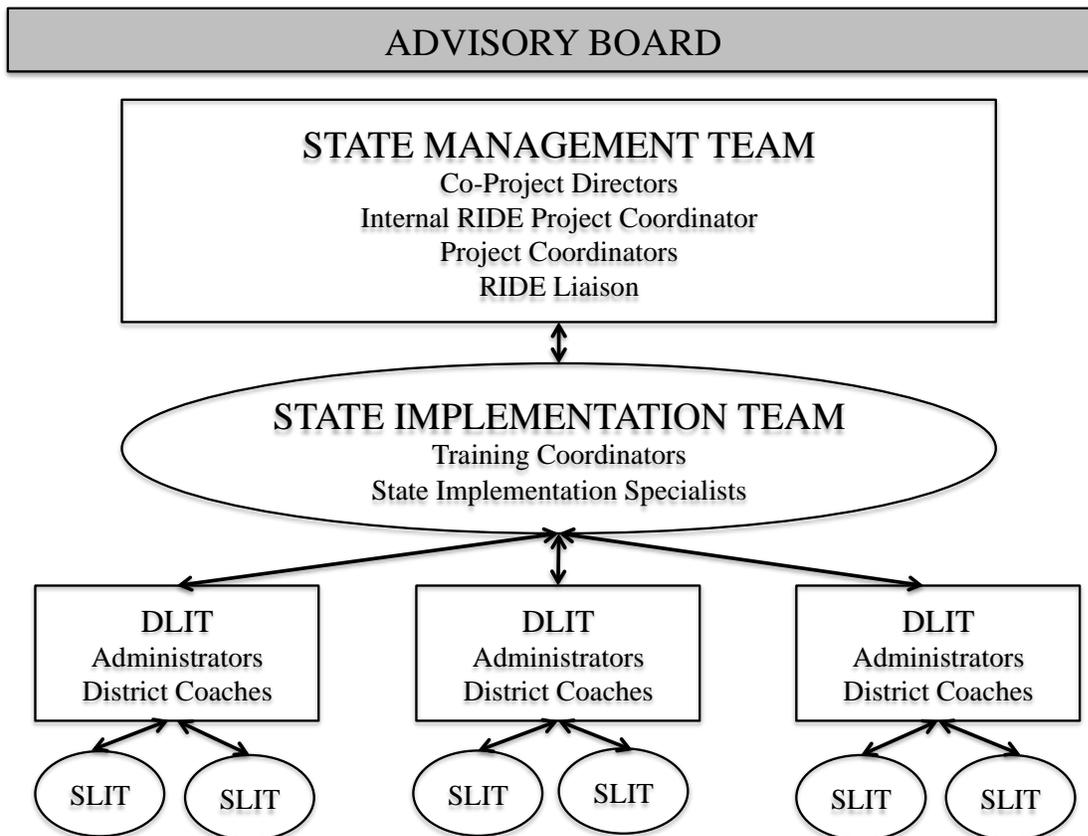
Longevity of Support – 5 Years

Timeframe – F2012-S2017

Estimated Number of Schools Supported – 60 - 70 (3 Staggered Cohorts of 20-25 schools each)

Initial Targets of Support – Priority, Focus, and Warning schools identified in the ESEA Waiver

Organizational Structure of RI SPDG



Sequence of Training in MTSS for Behavior and Academics

<i>Year</i>	<i>Cohort Training Sequence (4-5 Trainings/Year)</i>	<i>Administrator/Coaching Training Sequence (3 Trainings / Year)</i>
Year 1	<ul style="list-style-type: none"> Effective Foundations and Practices Universal Screening 	<ul style="list-style-type: none"> Leadership & Implementation Science Roles/Budgeting/Conducting Meetings Consideration of Contextual Factors
Year 2	<ul style="list-style-type: none"> Progress Monitoring/ Fidelity Monitoring Targeted Interventions 	<ul style="list-style-type: none"> Coaching Practices MTSS Intervention Practices
Year 3	<ul style="list-style-type: none"> Family-School-Community Connections Team-based Problem Solving Intensive Supports 	<ul style="list-style-type: none"> Coaching Practices MTSS Intervention Practices
Year 4-5	<ul style="list-style-type: none"> Sustainability Technical Assistance 	<ul style="list-style-type: none"> Sustainability Technical Assistance